



## Sustainable School Improvement Cycle Checklist

**District:**

**Date:**

**Reviewer:**

Build Readiness		Yes	No	Don't Know
	Has a positive relationship been developed between the coach and school leadership?			
	Has the staff developed a conflict resolution process and tools?			
	Has the staff agreed on a decision making process with clear expectations in place?			
	Has a process for consensus been established?			
	Has the Scholastic Review Team (SRT) report been distributed, read and analyzed by all stakeholders?			
	Have school improvement documents been read and discussed by all stakeholders?			
	Have mission, vision, and belief statements been developed? <ul style="list-style-type: none"> <li>Has it been disseminated to all stakeholders?</li> </ul>			
	Have school improvement teams been developed? <ul style="list-style-type: none"> <li>Does the leadership team meet regularly?</li> </ul>			
	Is there a school improvement structure in place? <ul style="list-style-type: none"> <li>List the model:</li> </ul>			
	Are all stakeholder groups represented?			
	Have state curriculum standards been reviewed?			
	Is there a needs assessment process in place?			

<b>Collect and Analyze Data</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
	Is there a dedicated file cabinet for school improvement documents?			
	Is MARS data being accessed and utilized?			
	Are multiple sources of data utilized and evaluated? ○ List:			
	Is a data warehouse in place and updated regularly?			
	Do all teachers have access to data?			
	Are copies of the School Improvement Plan, meeting dates and minutes, agendas, plans, Performance Data Reports (PDR), etc. readily available?			
	Are district, school and individual growth plans in place?			
	Are evaluations completed according to the Master Agreement?			
	Do stakeholders understand and analyze data?			
	Is the data assembled in an objective, user friendly and jargon free format?			
	Is there an on-going system in place to review and discuss data to facilitate a continuous flow and exchange of information?			

<b>Set Goals Based on Data</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
	Is the data used to define and guide decision making?			
	Are the goals data driven?			
	Are goals prioritized and limited in number?			
	Is the data used to develop goals in the SMART format (Specific, Measureable, Achievable, and Realistic with Time-line)?			
	Are goals developed by the leadership team?			
	Are the goals prioritized to reflect short-term and long-term planning?			
	Does leadership display and distribute the data for all stakeholders to view? <ul style="list-style-type: none"> <li>Do stakeholders understand the process of selecting these goals?</li> </ul>			
	Do the goals reflect the school's beliefs, vision and mission?			
	Do the goals relate to findings in the data?			

<b>Investigate Evidence-based Practices</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
	Is evidenced-based professional development provided and linked to goals? <ul style="list-style-type: none"> <li>Are adequate resources available for professional development?</li> <li>Are mechanisms in place to implement research-based recommendations?</li> </ul>			
	Is time provided for study groups to collaborate on evidence based practices?			
	Has the school done a review of best practice?			
	Has a process been developed for study groups to share and report out information?			
	Does the staff help develop research-based recommendations to design an implementation plan for long- and short-term goals?			

<b>Make Action Plans</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
	Are the action plans on file?			
	Was a collaborative process used to develop the plans? ○ Community involvement?			
	Has the staff received professional development in developing action plans?			
	Does the action plan include people responsible, time frame, strategies/programs to be used and an evaluation process? ○ Has an appropriate allocation of resources been drafted?			
	Is an orientation plan in place for new stakeholders?			
	Is the final draft published and made available to all stakeholders?			
	Does the leadership team meet to review the action plan to ensure formulation and application of best practices and activities?			

<b>Implement and Monitor</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
	Is a defined process for implementation and intervention in place?			
	Is on-going staff development and support in place?			
	Are there interim checks for the appropriate implementation of goals?			
	Is there a process for collecting data for implementation and monitoring?			
	Does the leadership verify that intervention processes are effectively used?			
	Are tools and processes in place to collect a wide variety of data to monitor progress?			
	Is professional development available to support the implementation?			
	Is there opportunity to have professional learning communities?			
	Is there evidence of stakeholder buy-in, involvement and acceptance for the process?			

<b>Evaluate Effectiveness and Sustain Efforts</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
	Can the program or process be sustained if leadership changes?			
	Does the school have evaluative criteria in place?			
	Are processes for revising and adjusting the plan in place?			
	Are improvement goals/action plans revised each year?			
	Does the staff review data?			
	Has the leadership team reviewed state assessment and other summative data to determine the effectiveness of goals and action plans?			
	Are successes celebrated?			
	Is there a system in place to maintain the continuous school improvement process?			